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ABSTRACT

This study examined issues related to the access of women and minorities to administrative positions in Idaho public schools. officers of Idaho school districts; 102 women and minority school district administrators; and a sample of 22 school board district administrators, and a sample of 22 school board presidents. Factors contributing to the low number of women/minority administrators in Idaho were identified, including the "old boy network," family responsibilities, lack of mentors or role models, late entry into the career track, and difficulty in gaining credibility. Certain organizations were identified by all three groups of respondents as having credibility to impact change and provide leadership: the Idaho Association of School Administrators; and Northwest Women in Educational Administration. Responses of superintendents/personnel officers and board presidents indicated that few had developed plans to increase the access of women and minorities to administration. Yet a substantial number of women and minority administrators indicated that progress had been made through the effects of equal opportunity policies and other legislation. Eleven recommendations are made to the Board of the Idaho School Administrators' Assistance Center. Appendices include copies of survey instruments and individual responses. Includes 35 references. (JDD)

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Status of Access of Women and Minorities to Administrative Positions in Idaho

A presentation prepared for

The 11th National Conference

of

The National Coalition for Sex Equity in Education

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Yarrow Hotel,Park City, Utah

by

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STATUS OF ACCESS OF WOMEN AND MINORITIES TO ADMINISTRATIVE POSITIONS IN IDAHO

ABSTRACT

This purpose of this study was to identify and examine issues related to the access of women and minorities to administrative positions in Idaho public schools. Three populations were queried: superintendents of all Idaho school districts, all identifiable women and minority school district administrators, and a stratified sample of school board presidents. The study was conducted to develop guidelines and provide data for generating proactive strategies to increase future access of women and minorities to school administrative positions within Idaho.

Data from semi-structured interviews and questionnaires were graphed, subjected to content analysis, and categorized. They were presented in the following formats:

1. Frequency distruction by items judged according to the possible responses; mean and standard deviation by item;

2. Analysis of qualitative responses to identify patterns related to perceptions and attitudes of the the various populations regarding access issues.

Factors contributing to the low numberof women/minority administrators in Idaho were identified along with variables contributing to the success of those who had achieved administrative positions and strategies for encouraging access of women and minorities to leadership roles.

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CHAPTER I:

INTRODUCTION

Nationwide, educators and citizens have expressed concern that the number of women and minorities in educational administrative positions does not reflect the demographics of the society as a whole. While women have made progress during the past decade in assuming public school administrative positions, minorities have not kept pace.

The Office of Minority Affairs of the American Association of School Administrators surveyed in 1984-85 the numbers of women and racial minorities in each state in relation to the total holding such positions, examining their numbers in the superintendency, the assistant superintendency, and both elementary and secondary principalships. The results revealed that the representation of women in the school superintendency was 2.7 percent of the more than 14,000 superintendents nationwide, increasing from 1.8 percent in 1981-82. Women experienced a growth of from 9 percent in 1981-82 to 15 percent of assistant superintendencies. In the principalship, women increased from 16 percent in 1981-82 to 21 percent in 1984-85. Overall, there was a very slight upward change in their representation in combined school administrative and supervisory positions, from 25 percent in 1981-82 to 26 percent in 1984-85.

Conversely, racial/ethnic minorities showed little change, if any, in their numbers in relation to the total. The principalship reflected their largest gain with an increase of from 12 percent in 1981-82 to 17 percent in 1984-85. Of superintendents, minorities increased from 2 to 3 percent from the early to the mid-eighties, from 9 to 11 percent of

assistant superintendencies, and from 13 to 14 percent of combined administrative and supervisory positions.

In Idaho, despite the small number of non-caucasian residents, minorities are grossly underrepresented in administrative roles. Of 716 school administrators identified by the Idaho Association of School Administrators in 1989, 152 or 21 percent were women. Eight individuals, less than 1 percent, represented ethnic minorities.

According to data provided by the Statistical Department of the Idaho State Department of Education, in 1988-89, of 12,122 teachers there were 219 minorities represented according to the following distribution:

Blacks:	3 men, 9 women
Hispanic:	33 men, 65 women
Asian:	28 men, 52 women
American Indian:	13 men, 16 women

The Idaho School Administrators' Assistance Center (ISAAC) commissioned a study to identify and examine issues related to the access of women and minorities to school administrative positions in Idaho. According to the National Association of Elementary Principals, one in three elementary principals will retire in the next three years - triple the normal pace. While women have been moving into elementary principalships in recent years, few minorities have made that stride forward. Regrettably, the number of minority teachers is decreasing. In Idaho, the number of women elementary principalships has increased the most among available administrative positions but the number of minority candidates for any

administrative positions is infinitesimal. ISAA hopes through this study to identify strategies for increasing access of women and minorities to administrative positions in Idaho.

Statement of Purpose

The purpose of this study was to identify and examine issues related to the access of women and minorities to administrative positions in Idaho. This study was conducted to develop guidelines and provide data for generating proactive strategies to increase future access of women and minorities to school administrative positions within Idaho.

Study Questions

The data for this study were obtained by questionnaires and semi-structured interviews. The items on the questionnaires and in the semi-structured interviews related to the following study questions:

1. What were the recurring and predominant patterns/models of personality, character and achievement of women and minority school and district educational administrators within Idaho?
2. What were the perceptions of women and minority administrators, superintendents and personnel officers, and school board members about the access of women and minorities to school and district educational administrative positions within Idaho?
3. What strategies are currently in place to enhance access of women and minorities to school and district administrative positions in Idaho?

From these data, several recommendations were to be generated. The board of ISAAC hoped to receive recommendations about future access

projects/goals. Affirmative action definitions for underrepresented populations in school administration were to be generated. A plan for orderly collection of such data was to be developed.

CHAPTER II:

PROCEDURES

The study utilized descriptive methods. Questionnaires and semi-structured interviews were developed to permit collect data from several populations. Every school district in the State of Idaho was contacted via a telephone interview (Appendix A) of the superintendent or personnel officer. One hundred fourteen district representatives responded to this aspect of data collection.

All readily identifiable women and minority administrators listed in the 1989-90 Idaho Educational Directory were mailed a letter (Appendix B) and a 27-item questionnaire (Appendix C) related to the study questions. Of 143 questionnaires mailed, 102 or 71.7 percent were returned.

A 14 item questionnaire (Appendix D) was mailed to a stratified sample of 34 school board presidents. Of the 34, 22 or 64.6 percent were returned.

Data Analysis

Data from the semi-structured telephone interviews and the questionnaires were graphed, subject to content analysis, and categorized. Data from each respondent were combined, analyzed using the computer facilities at Idaho State University, and presented in the following formats:

1. Frequency distribution by items judged according to the possible responses; mean and standard deviation by item;
2. Analysis of qualitative responses to identify patterns related to perceptions and attitudes of the various populations regarding access issues.

CHAPTER III:

RESULTS

The study gathered data pertinent to access issues of women and minorities to educational administrative positions in the public school systems in Idaho. Data were collected via semi-structured telephone interviews and questionnaires distributed to current women and minority administrators and a stratified sample of school board presidents in Idaho.

Results of Superintendent and Personnel Officer Interviews

One hundred fourteen superintendents and personnel officers were interviewed by telephone using a twelve-item questionnaire. Of these 50 were superintendents, 38 were personnel officers and 26 were classified as "other." "Other" included assistant superintendents and clerks of the district.

Just 11 districts confirmed the presence of minority administrators. From these 11, three believed the number of minority administrators reflected the minority population in the district. Eight disagreed.

Of the few minorities represented in Idaho school administration in this study, respondents reported a total of two Asians, four Native Americans and six Hispanics. Not all respondents were clear about who constituted an ethnic minority as attested to by the individual who identified two Basque administrators as ethnic minorities. By most traditional definitions, Basques are not considered a unique ethnic minority. Professional roles filled by minority individuals included: two assistant superintendents; four directors; two junior high school assistant principals; and one each serving as a high school principal

a high school assistant principal, a junior high school principal and an elementary principal.

Just 24 of the central office respondents believed they confronted special challenges in recruiting minority administrators. Eighty-eight perceived no problem. Clarifying responses were organized into three major categories: unaware, aware, and proactive.

Responses categorized as "unaware" were those indicating a stagnant job market or an attitude toward treating all applicants the same. Examples of unaware responses were:

"Haven't had to try to recruit."

"Classified the same."

"Consider all applicants' credentials; not race or sex."

"Haven't had to recruit; same administrators for 15 years."

"Haven't had an opening in 12 years."

The preponderance of response, 38 in all, classified as "aware" were those that recognized a specific challenge but did not propose either a plan or assume responsibility for effecting change. Representative responses include:

"Mostly done from colleges in Idaho (hiring) so the pool of minority and women administrators is small."

"Available pool is small and very limited."

"Because of the geographical area."

"Reservation location."

"Few women applicants."

Responses determined to be proactive were those indicating both awareness of the access problem and recommending some kind of strategy

to address the problem. There were just six proactive responses, including the following:

> "Recruit a fair number of women; problems recruiting because very few apply."
>
> "A feeling in this part of the state that central office positions should go to men; elementary principalships go to women, however. Never noticed any minorities apply to district or at job fairs. Hard to staff migrant programs."
>
> "We set this goal to recruit women and minorities."

A complete listing of special challenges perceived by central office respondents appears in Appendix E.

Access Issues

When queried about the access of minorities to administrative positions in Idaho over the past decade, 42 respondents believed it to be unchanged. Fifty-two thought access had improved while two individuals perceived a decline. Responding to the same question about the access of women, respondents' perceptions were overwhelmingly positive. One hundred two claimed an increase; nine thought women's access remained the same.

Eighty-two respondents expect the access of minorities to administrative positions to increase over the next decade. Twenty-five believe it will not change. For women, the expectations are even rosier with 110 respondents expecting an increase in access.

Few districts presently have a plan to increase access of women and minorities to administrative positions. One hundred five districts claimed none. Only seven indicated the presence of a plan. Eighty-one respondents made recommendations about steps that could be taken to increase access of women and minorities to administration. The

predominant proactive response referred to training and/or recruiting, suggesting:

> "Administration intern program that encourages ethnic minorities and women in our district. We basically recruit in our district."
>
> "More exposure for minorities; reeducating people of the need for minorities in administration."
>
> "Identify early and encourage training."
>
> "Education of people in power positions; school board."
>
> "IASA."

A few respondents saw little need to change present strategies, noting:

> "No need for additional steps; the opportunity is there if they choose to pursue it."
>
> "No specific plan because choice of candidates depends on their skills."
>
> "Follow process as anyone else; should not have to search for them. If they want administration, they'll pursue it on their own."

One individual offered an impassioned response, claiming:

> "No steps; why pursue them when the population is so small? It seems like it is reverse discrimination when we pursue those people for positions. It ticks me off."

A complete listing of suggestions to increase access appears in Appendix F.

RESULTS OF WOMEN AND MINORITY ADMINISTRATOR QUESTIONNAIRE

Demographics

Of the 102 respondents to the administrator's questionnaire, the majority, 63, were elementary principals. The next closest category was that of "director", a central office position including directors of categorical programs, personnel, budget, and curriculum (Table 1).

TABLE 1

PROFESSIONAL ROLE OF RESPONDENTS

	Frequency	Percentage
Assistant Superintendent	2	2.0
Director	10	9.8
High School Principal	3	2.9
High School Assistant Principal	5	4.9
Junior High School/Middle School Principal	6	5.9
Junior High School/Middle School Asst. Principal	7	6.9
Elementary Principal	63	61.8
Elementary Assistant Principal	1	1.0
Other	5	4.9
TOTAL	102	100.0

Ninety-nine individuals were female and two were male (Table 2). The age group most predominantly represented was that between 45-54 with 42 individuals, closely followed by 40 between the ages of 35-44 (Table 3). The average annual salary was between $30,000 and $39,000 (Table 4). Not surprisingly, 98 of the respondents were caucasian (Table 5).

TABLE 2

GENDER OF RESPONDENTS

	Frequency	Percentage
Male	2	2.0
Female	99	97.1
No Response	1	1.0
TOTAL	102	100.0

TABLE 3

AGE OF RESPONDENTS

	Frequency	Percentage
Under 25	0	0
25 - 34	4	3.9
35 - 44	40	39.2
45 - 54	42	41.2
55 +	13	12.7
No Response	3	2.9
TOTAL	102	100.0

TABLE 4

ANNUAL SALARY OF RESPONDENTS

	Frequency	Percentage
Under $20,000	1	1.0
$20,001 - 29,999	5	4.9
$30,000 - 39,999	65	63.7
$40,000 - 49,000	27	26.5
$50,000 +	4	3.9
TOTAL	102	100.0

$\bar{x} = 3.275$

TABLE 5

ETHNIC ORIGIN OF RESPONDENTS

	Frequency	Percentage
Asian	0	0
Black	0	0
Caucasian	98	98.0
Native American	1	1.0
Pacific Islander	0	0
Hispanic	1	1.0
Other	0	0
No Response	2	2.0
TOTAL	102	100.0

Professional Experience

Eighty-two respondents had spent between 11 and 20 years altogether in their education careers (Table 6) while 37 individuals claimed one to four years in administration. Another 38 had spent five to ten years in a leadership role (Table 7). The most common age range for the assumption of the first administrative position was 35-44 (Table 8). For more than 50 percent of respondents, the first administrative position was an elementary principalship (Table 9).

TABLE 6

TOTAL YEARS IN EDUCATION

	Frequency	Percentage
1 - 4	9	8.8
5 - 10	10	9.8
11 - 15	42	41.2
16 - 20	40	39.2
20 +	1	1.0
TOTAL	102	100.0

TABLE 7

YEARS IN ADMINISTRATION

	Frequency	Percentage
1 - 4	37	36.3
5 - 10	38	37.3
11 - 15	17	16.7
16 - 20	8	7.8
20 +	2	2.0
TOTAL	102	100.0

$\bar{x}$ = 2.020

TABLE 8

AGE AT FIRST ADMINISTRATIVE POSITION

	Frequency	Percentage
Under 25	1	1.0
25 - 34	25	24.5
35 - 44	56	54.9
45 - 54	19	18.6
55 +	0	0
TOTAL	102	100.0

$\bar{x}$ = 2.892

TABLE 9

NATURE OF FIRST ADMINISTRATIVE POSITION

	Frequency	Percentage
Superintendent	0	0
Assistant Superintendent	0	0
Director	9	8.8
High School Principal	1	1.0
High School Assistant Principal	5	4.9
Junior High School/Middle School Principal	3	2.9
Junior High School/Middle School Asst. Principal	10	9.8
Elementary Principal	53	52.0
Elementary Assistant Principal	10	9.8
Other	10	9.8
TOTAL	102	100.0

Parental Expectations

Parental expectations for nearly 50 percent of respondents were high (Table 10). An assessment of parental educational attainment revealed that more than a third of the respondents' mothers completed high school and a little more than a quarter had expererienced some college or vocational school (Table 11). Of fathers, a third completed elementary school and a little less than a fourth completed high school (Table 12). Overall, with the exception of earned graduate degrees, the educational attainment of respondents' mothers exceeded that of their fathers. The literature on professional achievement indicates that the educational level of the mother is a significant factor in children's ultimate success.

TABLE 10

PARENTAL EXPECTATIONS FOR RESPONDENTS

	Frequency	Percentage
High	50	49.0
Moderate	37	36.3
Low	13	12.7
No Response	2	2.0
TOTAL	102	100.0

$\bar{x}$ - 1.598

TABLE 11

EDUCATIONAL LEVEL OF RESPONDENTS' MOTHERS

	Frequency	Percentage
Completed elementary school	21	20.6
Completed high school	36	35.3
Some college or vocational school	26	25.5
Earned bachelor's degree	7	6.9
Some graduate work	5	4.9
Earned graduate degree	3	2.9
Other	4	3.9
TOTAL	102	100.0

$\bar{x}$ = 2.647

TABLE 12

EDUCATIONAL LEVEL OF RESPONDENTS' FATHERS

	Frequency	Percentage
Completed elementary school	33	32.4
Completed high school	24	23.5
Some college or vocational school	17	16.7
Earned bachlor's degree	8	7.8
Some graduate work	1	1.0
Earned graduate degree	13	12.7
Other	5	4.9
No Response	1	1.0
TOTAL	102	100.0

$\bar{x}$ = 2.765

Mentoring

Seventy-seven respondents claimed the importance of mentoring to their success to be either high or moderate (Table 13). Only a third currently had a mentor (Table 14). Forty-one individuals identified the presence of one mentor while 33 claimed the support of two (Table 15). More than half indicated that their most significant mentor was of the opposite gender (Table 16). When asked to identify the predominant mentoring relationships in their professional development, more than a third identified a peer as a significant supporter while a little less than a third selected a superordinate (Table 17).

TABLE 13

IMPORTANCE OF MENTORS TO RESPONDENTS

	Frequency	Percentage
High	37	36.3
Moderate	40	39.2
Low	18	17.6
Not at all	3	2.9
No Response	4	3.9
TOTAL	102	100.0

$\bar{x} = 1.794$

TABLE 14

PRESENCE OF CURRENT MENTOR TO RESPONDENTS

	Frequency	Percentage
Yes	32	31.4
No	69	67.6
No Response	1	1.0
TOTAL	102	100.0

TABLE 15

NUMBER OF MENTORS IN RESPONDENTS' CAREER

	Frequency	Percentage
One	41	40.2
Two	33	32.4
Three or more	16	15.7
No Response	12	11.8
TOTAL	102	100.0

$\bar{x}$ = 1.520

TABLE 16

GENDER OF RESPONDENTS' MOST SIGNIFICANT MENTOR

	Frequency	Percentage
Same gender	37	36.3
Other gender	52	51.0
No Response	13	12.8
TOTAL	102	100.0

TABLE 17

MENTOR RELATIONSHIP: RESPONDENT TO MENTOR

	Frequency	Percentage
Peer/peer	35	34.3
Subordinate/superordinate	30	29.4
Superordinate/subordinate	5	4.9
Student/teacher	5	4.9
Spouse/spouse	9	8.8
Other	4	3.9
No Response	14	13.7
TOTAL	102	100.0

$\bar{x}$ = 1.951

Perceptions of Availability of Access

When asked if access of women to administrative positions in Idaho has increased, stayed the same or decreased over the past decade, nearly three quarters believed access had increased (Table 18). Of the variety of responses given by the respondents, the top three categories were the improved qualifications of women, legislative assistance, and enhanced awareness and access.

TABLE 18

RESPONDENTS' PERCEPTIONS OF ACCESS OF WOMEN TO ADMINISTRATION IN IDAHO OVER THE PAST DECADE

	Frequency	Percentage
Declined	1	1.0
Stayed the same	23	22.5
Increased	72	70.6
No Response	6	5.9
TOTAL	102	100.0

Some arguments supporting the improved qualification of women were:

"Better trained/knowledgeable on resumes/interviewing."

"High quality of applicants."

"More women trying, better qualified."

"More women are being hired and doing a good job."

The impact of legislation on employment was identified as follows:

"Title IX and equal opportunity."

"Agressiveness. Laws."

"Equal opportunity laws."

"Federal legislation."

Increased awareness/access was supported by the following selected statements:

"NWEA! Awareness."

"Pressure."

"Districts more tuned to hiring based on qualifications."

"No way to stop us."

More than 50 percent of respondents viewed minority access to administration over the past decade as unchanged. A little more than a fifth perceived an increase in minority status (Table 19). The lack of progress was attributed primarily to a limited pool of minorities and lack of trained candidates.

TABLE 19

RESPONDENTS' PERCEPTIONS OF ACCESS OF MINORITIES TO ADMINISTRATIVE POSITIONS OVER THE PAST DECADE

	Frequency	Percentage
Declined	6	5.9
Stayed the same	52	51.0
Increased	22	21.6
No Response	22	21.6
TOTAL	102	100.0

A sample of responses identifying the low minority population expressed the following views:

"Idaho does not have a high minority population."

"Very limited pool of minorities."

"Not enough."

"Very few minorities."

Training issues were described by some as follows:

"Lack of training."

"Not many training in administration."

"Minorities do not self-select to apply for administrative positions in Idaho."

Special challenges to access

More than half of the respondents claimed low or no difficulty in gaining access to administrative roles while a third believed they experienced moderate difficulty (Table 20).

TABLE 20

RESPONDENTS' DIFFICULTY OF ACCESS TO ADMINISTRATION

	Frequency	Percentage
High	8	7.8
Moderate	34	33.3
Low	29	28.4
Not at all	29	28.4
No Response	2	2.0
TOTAL	102	100.0

$\bar{x} = 2.735$

When asked to identify special challenges to their own access to administration, respondents identified the "old boy network" as their greatest challenge with 40 "strongly agreeing" and 29 "agreeing" (Table 21). The second most common challenge was family responsibilities with 19 "strongly agreeing" and 34 "agreeing." Absence of mentors and difficulty in gaining credibility were a very close third and fourth.

Representation of women and minorities

Eighty-seven respondents believed there are too few women administrators in Idaho (Table 22). Seventy-two viewed minorities as underrepresented in educational administration (Table 23).

TABLE 21

SPECIAL CHALLENGES CONFRONTING RESPONDENTS'

ACCESS TO ADMINISTRATION

	Strongly Agree	Agree	Un-decided	Dis-Agree	No-Resp.	Freq.	%
The "old boy" network	40	29	8	20	5	102	100.0
Family responsibility	19	34	6	39	4	102	100.0
No mentors	12	26	9	48	7	102	100.0
No role model	11	26	9	50	6	102	10010
Difficulty in gaining credibility	9	28	7	52	6	102	100.0
Late entry into career track	6	21	7	63	5	102	100.0
Lack of leadership training	4	23	11	58	6	102	100.0
District policy	2	15	14	64	7	102	100.0
Other	2	1	1	0	98	102	100.0

TABLE 22

NUMBER OF WOMEN ADMINISTRATORS IN IDAHO

	Frequency	Percentage
Too many	2	2.0
Just right	6	5.9
Too few	87	85.3
No Response	7	6.9
TOTAL	102	100.0

$\bar{x} = 2.696$

TABLE 23

NUMBER OF MINORITY ADMINISTRATORS IN IDAHO

	Frequency	Percentage
Too many	3	2.9
Just right	12	11.8
Too few	72	70.6
No Response	15	14.7
TOTAL	102	100.0

$\bar{x}$ = 2.382

Over the next decade, eighty-five respondents expected to see an increase in women administrators in Idaho (Table 24). The anticipated improvement was attributed to women's improved qualifications through education and training, mentoring, and sociological changes.

TABLE 24

INCREASE IN WOMEN ADMINISTRATORS OVER NEXT DECADE

	Frequency	Percentage
Yes	85	83.3
No	4	3.9
No Response	13	12.7
TOTAL	102	100.0

Among aspects of education and training identified by respondents were:

"More willing to take risks and get appropriate training."

"We work very hard at being good."

"More women are actively seeking positions as well as central offices and boards are realizing how effective women are in administration."

The respondents recognized the importance of mentors as represented by these comments:

"More women in the work force; more role models."

"Through strong mentor relations and programs women will encourage other women to pursue administrative positions."

"More networking; role models and mentors."

"We're supporting each other."

By far the largest contributing factor identified by respondents in improving access of women to administration was sociological change, as represented by the following responses:

"Change in attitudes re: family responsibility and equal opportunity law."

"The 'old boys' are retiring."

"As women are heard more, not out of sight/mind. More men realize the unfairness of the old system."

"Changes in society."

"The salary paid to education is only enough for a second income. Men will seek higher paying jobs. Married women will fill the positions that men once filled."

In response to their expectations of increase in minority administrators over the next decade, a little more than half anticipated an increased presence while just slightly more than a quarter were more pessimistic (Table 25). Of those expecting a minority increase, the improvement was attributed to increase in minority presence demographically and heightened awareness, as in:

"Heavier concentration and working with needs of minorities."

"Changing population."

"More are prepared and awareness is up."

"As minorities are successful, more will be hired, barring other influences."

"More minorities finding college and meeting the challenges."

Lack of progress was largely attributed to low minority representation in Idaho's population. Respondents stated:

"I don't see that many minorities in the field. This is homogeneous Idaho. A real shame."

"Not a significant number of minorities teaching."

"I hope we'll see an increase. However, prejudice is very real, candidates are few, and wages/salaries in Idaho cannot compete with other states."

TABLE 25

INCREASE IN MINORITY ADMINISTRATORS OVER NEXT DECADE

	Frequency	Percentage
Yes	55	53.9
No	28	27.5
No Response	19	18.6
TOTAL	102	100.0

Strategies to increase access

Sixty-four respondents made specific recommendations to improve access of women and minorities to administration in Idaho. The responses fell largely into five major categories: recruitment, mentoring/internships, training/education, organizational support, and general encouragement.

In the area of recruitment, some recommendations were:

"Hire the competent ones that apply."

"Active recruitment out of state needs to happen."

"Recruit - more access to classes. Mentor women/minorities into such classes."

"Active recruiting by districts and higher education. P.R. programs about hiring women and minorities."

"Make sure people are promoted according to ability and qualifications, not seniority only."

The case for mentoring and internships was reiterated in a variety of responses as represented below:

"Administrative internships should be available to increase the pool of qualified women and minority applicants."

"Promote leadership by women in mentor programs. Recognition programs should be developed for women presently in administrative positions."

"Strong mentor network - male/female."

"Active recruitment, awareness workshops for current administrators, mentor programs."

Advocates of improved training and education suggested:

"Support from the universities."

"Promote training of women and minorities for administration."

"You must make administration classes more accessible for people living in rural areas. Perhaps tv/video classes could help offer more classes in summers."

Certain organizations were recognized by respondents as having the power; to effect change, as:

"A strong position statement from the ol' boys' club. The IASA."

"Networking - formalize like NWEA. Training workshops."

"Continue support groups like NWEA."

"Encourage organizations; NWEA, etc..."

"Organizations such as NWEA, IASA support."

"Work through professional organizations, i.e. NWEA, IASA - not unions."

The need for support was promulgated through the following kinds of suggestions:

"Continuing educational opportunities at every post made available."

"Provide support to administrative roles so that a person does not have to sacrifice family to do the job."

"Train school board members to encourage strong leaders, female and more, to pursue administrative positions."

"Increase career counseling by colleges to undergraduate and graduate schools."

Advice to aspiring administrators

Four predominant themes emerged from respondents' advice to aspiring administrators: Networking, persistence, enhancing competence and mentoring. Among the advice on networking were the following suggestions:

"Talk to current administrators and determine what qualities and training are essential for success..."

"Work closely with other administrators; learn to handle tough interviews, take a chance."

"Network with both male and female administrators. Join professional organizations."

"Become active in NWEA."

Persistence was recommended by many respondents with comments such as:

"Hang in there. Become politically involved to produce changes."

"Hang in there. Go for it."

"Hang in there. I think we are on an upward rush."

"Stick with it. Don't give up."

Some advice on enhancing competence was:

"...aspiring administrators should obtain a good understanding of how school districts function so they can demonstrate better what they can offer."

"Be involved in all aspects of district leadership..."

"...Keep current in coursework on curriculum, supervision/evaluation, professional development, public relations, ed. (sic) law and communication."

"Achieve the highest degree possible for you."

Not all the advice on mentoring was solemn. One individual recommended:

"Find a mentor. Coach football. HA! HA!"

In a more serious vein, respondents suggested:

"Be involved in a mentor program..."

"Be certain to obtain help of an individual who has influence with administration. Need sponsorship."

"Find a mentor and believe in yourself."

"Talk to others (male and female) in the field. Find a college professor in ed. admin. (sic) as an advisor."

Several other bits of advice each represented unique categories, yet carried both poignant and profound messages, some humorous, some deadly serious:

"If female, work harder than everyone else, be stronger than everyone, and wear a suit of armour."

"Have your children early. The time demands are too difficult with young children."

"Leave the state."

"Apply in another state."

"That's a tough one. I think I'd advise them to steer clear of certral office directors' positions as they are frequently not viewed as "real" administrators, even when they fill the assistant superintendent's role."

"If you're a woman, you must be very strong, very determined and prepare to be alienated and alone. You must work more diligently. You must strive harder to control your emotions even if the men surrounding you don't control theirs. Be very sure you are ready to give up the autonomy you enjoyed

> in the classroom. In many ways, you'll be treated less like a professional in the office than in the classroom. You enter administration understanding all of these constraints and willing to make sacrifices. I say Godspeed."

A complete account of women and minority responses to the following questions can be found in the Appendices:

Question	Appendix
Over the past decade, how has access of women to administration positions changed?	G
Over the past decade, how has access of minorities to administration positions changed?	H
Do you think the number of women in educational administration will increase in Idaho over the next decade?	I
Do you think the number of minorities in educational administration will increase in Idaho over the next decade?	J
What steps do you believe should be taken to increase the access of women and minorities to educational administration in Idaho?	K
What advice would you give an aspiring educational administrator in Idaho?	L

Results of Board Questionnaire

A stratified sample of 34 board of education presidents throughout Idaho was mailed a 15 item questionnaire addressing issues of minority and women's access to educational administration. Of these, 22 or 64 percent responded.

Demographics

The majority of board presidents, 14, had served from five to nine years as a district trustee. Four claimed one to four years of service while three had 10 to 14 years on the board. One individual had filled the position between 15 - 19 years (Table 26). Eighteen respondents

TABLE 26

YEARS OF BOARD SERVICE

	Frequency	Percentage
1 - 4	4	18.2
5 - 9	14	63.6
10 - 14	3	13.6
15 - 19	1	4.5
TOTAL	102	100.0

$\bar{x}$ = 2.045

were men and four were women. Most of these individuals were over the age of 35 with half between 35-44, a little more than a quarter between 45-54, and a little less than a fifth over the age of 55. Just one person was under the age of 35 (Table 27). Agriculture was the occupation most reported by this group with 11 claiming that category. Two were educators and three each declared either business or "other" as their occupations. "Other" was not further clarified (Table 28).

TABLE 27

AGE OF BOARD PRESIDENTS

	Frequency	Percentage
25 - 34	1	4.5
35 - 44	11	50.0
45 - 54	6	27.3
55 +	4	18.2
TOTAL	22	100.0

$\bar{x}$ = 3.59

TABLE 28

OCCUPATION OF BOARD PRESIDENTS

	Frequency	Percentage
Agriculture	11	50.0
Business	5	13.6
Education	2	9.1
Other	3	13.6
No Response	3	13.6
TOTAL	22	100.0

Access issues

Respondents were evenly split about the presence of women administrators in their districts. Half noted the presence of women administrators while half did not. They described minority presence quite differently with 20 identifying no minority administrators. Fourteen board presidents recognized special challenges in recruiting women and minorities into administration but only six identified special challenges, mostly related to the scarcity of candidates (Appendix M).

Ten respondents believed that access of women had declined over the past decade. Four observed a status quo; eight noticed an increase. For minorities, ten board presidents described a decrease while nine observed an increase (Table 29).

When asked to predict if access of women and minorities to educational administration in Idaho will increase over the next decade, the response differed slightly. Thirteen believed that women's access

would increase while nine disagreed. For minorities, the group split nearly down the middle with nine visualizing a rosy future and eight taking a more pessimistic stance. Five individuals declined to answer (Table 30).

TABLE 29

BOARD PRESIDENTS' PERCEPTIONS OF WOMEN'S ACCESS TO ADMINISTRATION OVER PAST DECADE

	Frequency	Percentage
Decrease	10	45.5
Remained Same	5	18.2
Increased	8	36.4
TOTAL	22	100.0

TABLE 30

BOARD PRESIDENTS' PERCEPTION OF MINORITY ACCESS TO ADMINISTRATION OVER THE PAST DECADE

	Frequency	Percentage
Decrease	10	45.5
Remained Same	2	9.1
Increased	9	40.9
No Response	1	4.5
TOTAL	22	100.0

Level of concern

Only three board presidents indicated that their districts had plans to increase access of women and minorities to educational administration. Fifteen identified steps they believed should be taken to increase

access. They, too, mentioned training and education as a predominant strategy, e.g.:

> "College counselors need to encourage these students to prepare themselves to fill administrative positions - become qualified."
>
> "Administrative education."
>
> "Educate them."
>
> "Women and minorities need to be trained (certified) for administrative positions. During my 4 1/2 years on the board, we have hired a superintendent and two principals. Two of these positions were filled from our teachers who had the necessary certification. None of our women teachers were certified. If they had been, we certainly would have considered them. Note: I don't believe we have ten minority students in our district."

Some respondents cited equity issues:

> "Make sure when jobs in administration are advertised that it is evident we are an equal opportunity employer. We have also enlarged our recruitment area to include some minority areas."
>
> "Better educational opportunities - scholarships, grants, etc. for women and minorities who are financially disadvantaged."
>
> "Simply equal opportunity."

One board president, a male over 35 who had served between five and nine years, expressed concern about a number of equity issues, declaring:

> "Get rid of the tired, old, white, uninnovative educators from ____ on down. Idaho has 110-115 school districts and no female superintendents in the head role. I find that many alternative schools in the West, Idaho included, are headed by women who have access to joining the "gold old boy" network of Idaho, old white guys running our school districts... Our at-risk students are not being addressed and I think the number one problem is educational administration schools. Teacher ⟶ coach ⟶ principal ⟶ superintendent ⟶ ennui ⟶ 30% (sic) dropout rate."

Yet another individual focused on administrators' training, maintaining:

> "...this is a personal observation about the training of administrators. The schools are people business with one

> objective - educate kids. Eight percent of budgets go to salaries and benefits, i.e. people. Our product is people. The education of administrators should be based in this area. The training of how to manage people is, in my observation, too little and outdated. Till these educational shortfalls are corrected we will continue to suffer from administrative faculty conflicts and the associated problems. Bottom line is the kids get shortchanged."

A complete listing of recommendations appears in Appendix N.

Level of concern

Only one board president rated access of women and minorities to administration of 'very high' concern. For five individuals, concern was 'high'. Ten claimed 'moderate' concern and six expressed 'low' concern.

CHAPTER IV:

INTERPRETATION OF STUDY RESULTS

Interpretation is the decision making aspect of scientific inquiry. Comparison of responses to the three data collection strategies was done to seek answers to the study questions:

1. What were the recurring and predominant patterns/models of personality, character and achievement of women and minority educational administrators within Idaho?
2. What were the perceptions of women and minority administrators, superintendents and personnel officers, and school board members about the access of women and minorities to school and district educational administrative positions within Idaho?
3. What strategies are currently in place to enhance access of women and minorities to school and district administrative positions in Idaho?

Recurring patterns/models of educational administrators

Given the paucity of minority responses to this study, citing patterns of minorities' personality, character and achievement in Idaho would be pure conjecture. The data derived through this study is more about than from minorities and provides a filtered perception.

Conversely, some common patterns emerged from the data provided by women respondents. The majority were above the age of 35, with 40 between the ages of 35-44, and 42 between 45-54. They are a mature group, perhaps verifying the data that show that men enter administration earlier in their careers after a shorter period of teaching while

women's careers are frequently interrupted for family responsibilities and selection of administration as a career option occurs later.

Most are elementary principals and for most their first administrative position was that of elementary principal. It is possible that the elementary principalship for women in Idaho has become the bastion for female administrators that it was during the 1930's in the United States, a period considered the administrative "golden age" for women.

The majority of individuals had spent from 11-20 years in education but a decade or less in administration. More than half assumed their first administrative position between the ages of 35-44.

Parents held high to moderate expectations for nearly 90 respondents. The educational level of their fathers was just slightly higher than that of their mothers. The literature suggests that high achievers normally derive from parents with high expectations and that the mother's educational attainment is a strong indicator of a child's academic success.

Mentoring was of high to moderate importance to three quarters of the respondents. In more than 50 percent of the cases, the mentor was of the other gender. The most significant mentor for these people was usually a peer, followed closely by a superordinate. Evidently, both colleagues and administrators play an important role in encouraging an individual to enter administration.

Perceptions of access

There were commonalities among perceptions of access by the three populations queried in this study, superintendents/personnel officers, women and minority administrators, and school board presidents. All three groups perceived the access of women to administration as increasing over the past decade. They were considerably more conservative in their assessment of minority strides forward. Virtually the same positions were taken with regard to the possible increase of access by women and minorities to administration during the next decade. The majority of all three populations expected a substantive increase for women but only a moderate increase for minorities. Qualifying responses attributed minorities' lesser access to their low representation in Idaho's population.

All three groups emphasized the importance of training and education to improve access. Women and minority administrators and board presidents advocated mentoring and networking more frequently than did superintendents and personnel officers. Superintendents and personnel officers mentioned taking no steps to address the problem more frequently than did the other two populations.

Of school board members queried, only one rated access issues of "very high" concern. For five individuals, concern was "high." Ten claimed "moderate" concern and six voiced "low" concern.

The predominant obstacle to administrative access identified by women and minority administrators was the "old boy network with 40 of 102 respondents ranking it "strongly agree." Next, they identified

family responsibilities. No mentors or role models ranked a close third or fourth. Late entry into the career track and difficulty in gaining credibility rated a tie in fifth place.

Strategies currently in place

Certain organizations were identified by all three groups of respondents as having credibility to impact change and provide leadership: The Idaho Association of School Administrators (IASA) and Northwest Women in Educational Administration (NWEA).

Responses of superintendents/personnel officers and board presidents indicated that few had in place a plan to increase the access of women and minorities to administration. Yet, a substantial number of women and minority administrators indicated that progress had been made through the effects of equal opportunity policies and other legislation.

No respondent mentioned the scholarship programs currently in place throughout Idaho, sponsored by ISAAC, to underwrite access of minorities to educational administration coursework.

In summary, strategies in place are few or none in the State of Idaho.

CHAPTER V:

RECOMMENDATIONS TO THE BOARD OF THE IDAHO SCHOOL ADMINISTRATORS' ASSISTANCE CENTER

Based on the data gathered from three populations, current women and minority administrators, district superintendents and personnel officers, and board of education presidents, the following recommendations are submitted for the Board's consideration:

1. Individuals who recruit and make significant hiring decisions for school districts need assistance in both raising their awareness of access issues and developing strategies to increase access. According to Alison Bass in the March 10, 1990 issue of the Boston Globe, "researchers who specialize in this field say that the men in power must do more than sit back and wait until the talented women and (minorities) they are now hiring move up through the ranks."

   ISAAC could assist superintendents and board members by providing training that increases not only awareness to access issues but also to the genuine need to prepare K-12 children to live harmoniously in a multicultural society by having multi-gender, multi-ethnic, multi-aged role models in all positions within school cultures.

   Training should be delivered in well-conceptualized and integrated programs rather than "one-shot" presentations without followup. The task of raising awareness is a prodigious, but necessary, first step.

2. Foster administrative exchanges with a more culturally diverse community, e.g. bring minority administrators to Idaho and give Idaho administrators the chance to go elsewhere. Such a strategy would break down negative stereotypes, provide role models, and create for all parties an enriched educational repertoire.
3. A collaborative framework should be established among school district administrations, higher education, and influential organizations like IASA, NWEA, ISAAC, and ISBA to provide leadership and resources in addressing access issues. Such collaboration would provide a rich pool of expertise and resources, as well as multiple perspectives on problem solving.
4. Conduct regularly scheduled conferences for women and minorities interested in administration. Make them sequential. They could be regional or statewide but should provide <u>active involvement</u> of the participants in educational development activities. Teleconferences should be considered.
5. Mentoring should begin as early as possible for women and minorities. The Commonwealth Forum recently surveyed 900 minority high school students having adult mentors who spent 90 minutes a week with them. Fifty-five percent enrolled in college the fall after high school graduation. Sixty-three percent said their mentors had inspired them to apply to college.

Two recent studies conducted in Idaho, one by the Idaho State University Chapter of Phi Delta Kappa as part of a

nationwide study of students at risk and another by the Idaho Human Rights Commission found that minority students are virtually ignored in our schools.

Providing training in mentoring skills to university students to work with high school students, teachers and graduate students to work with college students, administrators and peers to work with teachers would provide a continuous and developmental model for creating a more diverse administrative pool and fostering early aspirations.

6. Colleges of Education should be encouraged to develop curriculum that fosters multicultural awareness at both the undergraduate and graduate levels. Teacher education programs should create in all students a keener awareness of a continuum for professional growth from teaching to administration at all levels.
7. Education and training provided by professional organizations, universities, the State Department of Education and others should recognize the economic and geographic constraints of women and minorities. Distance learning should be the preferred mode of delivery to rural Idaho in creating educational opportunity. Given that many districts prefer to hire from within, such transmitted or televised instruction would enhance progress toward certification for women and minorities.
8. Scholarships should be made available to women and minorities who aspire to educational administration. Besides tuition,

funds should be available either through grants or low interest loans to help with child care, transportation and other pressing personal needs that mitigate against full attention to learning.

9. Develop strategies to help women aspire to positions above principalships with full understanding of the mobility and other issues associated with upward career tracks and their relationship to family responsibilities. Help women to make informed career choices so they avoid "dead end" positions in central offices rather than line positions that lead to superintendencies.
10. Realize that for many minorities, teaching is the career of choice for the first generation college-bound but the pool is woefully small. Every effort must be made to increase the pool, starting as early as junior high school.
11. The State Department of Education should undertake the data gathering associated with access issues in Idaho. In doing so, standard definitions for all administrative positions should be developed. One norm should be followed in a count of administrators which is based on the numbers of individuals occupying the positions rather than the numbers of positions which are filled, sometimes by the same individual. A standardized ethnic/racial categorization system should be followed, using EEOC guidelines.

Whatever the choice of strategies by the Idaho School Administrators Assistance Center, the task of increasing the access of women and minorities is a shared responsibility. A number of sociological changes

clearly indicate the need for a concerted effort to expand the talent pool to fill administrative positions.

Foremost among these are the declining birth rate which will decrease the numbers of available white males seeking administrative positions and the increase of minority and special needs students who will impact on schools. Additionally, there is a groundswell to change the very structure of schools especially with regard to reducing class size in the primary grades.

One Idaho superintendent summarized the crucial need for leadership in regard to the access of women and minorities to administration:

> "Idaho needs to recognize the importance of having women and minority people in administration. Has to be done at state level, difficult at district level."

For Idaho educators to prepare Idaho students to live in a pluralistic society, concerted effort and substantial resources should be committed to implementing pluralism in Idaho schools.

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APPENDIX A

ACCESS TELEPHONE SURVEY -
SUPERINTENDENTS/PERSONNEL OFFICERS

ACCESS TELEPHONE SURVEY - SUPERINTENDENTS/PERSONNEL OFFICERS

1. District #_____

2. Contact Person: ___Superintendent ____Personnel Officer ___Other (Specify)
_____

3. In your district, are there any ethnic minorities in administration ?
____Y ____N How many altogether ? _____

4. Do their numbers reflect the minority population in your district?___Y___N

5. Which minorities are presently represented in administration ?
(ROLE KEY:AS = Assistant Supt.
D = Director
HS = High School Principal
HSA= High School Assistant Principal
JHS= Junior High School Principal
JHSA=Junior High School Assistant Principal
EL = Elementary Principal
ELA= Elementary Assistant Principal

___ Asian How many?____ What roles?_____
___ Black How many?____ What roles?_____
___ Native American How many?___What roles?
___ Pacific Islander? How many?___What roles?
___ Other? Please specify_____
How many?___ What roles ?_____

6. Do you have any special challenges in recruiting women and minorities to positions in educational administration ? ___Yes ___No
Please specify:

7. Over the past decade, do you believe access of minorities to administrative positions in Idaho has:
___ Declined ____Stayed the same ___Increased

8. Over the past decade, do you believe access of women to administrative positions in Idaho has:
___ Declined ___Stayed the same ___Increased

9. Do you think the number of minorities in educational administration will increase in Idaho over the next decade? ____Yes ___No

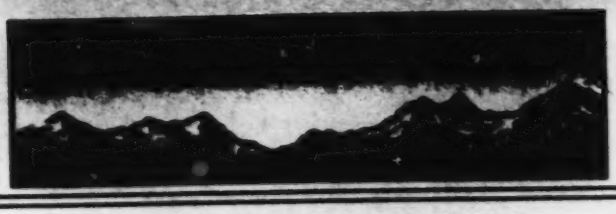
10. Do you think the number of women in educational administration will increase in Idaho over the next decade? ___Yes ___No

11. Does your district have a plan for increasing the number of women and minorities in educational administration? ___Yes ___No

12. What steps do you believe should be taken to increase the access of women and minorities to educational administration in Idaho?

APPENDIX B

RESPONDENT LETTER



COLLEGE OF EDUCATION
Department of Education
Campus Box 8059
(208) 236-2976

IDAHO STATE UNIVERSITY Pocatello, Idaho 83209

March 1, 1990

Dear Colleague:

The study in which you are invited to participate embarks upon relatively uncharted waters in Idaho, the access of women and minorities to administrative positions. It is sponsored by the Idaho School Administrator Assistance Center. The intent , both challenging and problematical, is to identify patterns of success to be used in a prescriptive way by others aspiring to such levels of attainment as yours.

Your name was selected from the Idaho Educational Directory. I do hope you will take the time from your busy schedule to answer the enclosed questionnaire. It should not take more than five minutes of your time, yet will provide valuable information.

Every item on the questionnaire is important and your response to each one is crucial to the success of the study. Your anonymity will be assured; your name will not be associated with any response. I trust this will both protect your privacy and encourage your frankness.

Your cooperation in this study is greatly appreciated. A return envelope is provided for your convenience. Should you return your questionnaire, prior to April 1, 1990, our work will be greatly facilitated. If you would like a copy of the resulting data, I will be happy to share it with you. You have only to let me know you are interested.

Thanking you again for your collaboration, I am

Sincerely yours,

Patricia T. Whitfield, Ph.D., Assistant Dean
Field Experiences and Undergraduate Progam Development

Encs.

APPENDIX C

ACCESS QUESTIONNAIRE

ACCESS QUESTIONNAIRE

Please check the answer that applies in the space provided.

1. Current Professional Role:
   - ____ Superintendent
   - ____ Assistant Superintendent
   - ____ Director
   - ____ High School Principal
   - ____ High School Assistant Principal
   - ____ Jr. H.S./Middle School Principal
   - ____ Jr. HS/Middle School Asst. Princ.
   - ____ Elementary Principal
   - ____ Elementary Assistant Principal
   - ____ Other

2. ____ Male ____ Female

3. Age:
   - ____ Under 25
   - ____ 25-34
   - ____ 35-44
   - ____ 45-54
   - ____ 55 +

4. Annual salary:
   - ____ Under $20,000
   - ____ $20,001-29,999
   - ____ $30,000-39,999
   - ____ $40,000-49,999
   - ____ $50,000+

5. Ethnic Origin:
   - ____ Asian
   - ____ Black
   - ____ Caucasian
   - ____ Native American
   - ____ Pacific Islander
   - ____ Other (Please specify:_____)

6. Total years in education:
   - ____ 1 - 4
   - ____ 5 - 10
   - ____ 11 - 15
   - ____ 16 - 20
   - ____ 20 +

7. Years in administration:
   - ____ 1 - 4
   - ____ 5 - 10
   - ____ 11 - 15
   - ____ 16 - 20
   - ____ 20 +

8. Age at first administrative position:
   - ____ Under 25
   - ____ 25 - 34
   - ____ 35 - 44
   - ____ 45 - 54
   - ____ 55 +

9. Nature of first administrative position:
   - ____ Superintendent
   - ____ Assistant superintendent
   - ____ Director
   - ____ High School Principal
   - ____ High School Assistant Principal
   - ____ Jr. HS/Middle School Principal
   - ____ Jr. HS/Middle School Asst. Princ.
   - ____ Elementary Principal
   - ____ Elementary Assistant Principal
   - ____ Other (Please specify:_____)

10. Expectations by parents for your professional attainment:
    - ____ High
    - ____ Moderate
    - ____ Low

11. Educational level of mother:
    - ____ Completed elementary school
    - ____ Completed high school
    - ____ Some college or vocational school
    - ____ Earned bachelor's degree
    - ____ Some graduate work
    - ____ Earned graduate degree
    - ____ Other (Please specify:_____)

12. Educational level of father:
    - ____ Completed elementary school
    - ____ Completed high school
    - ____ Some college or vocational school
    - ____ Earned bachelor's degree
    - ____ Some graduate work
    - ____ Earned graduate degree
    - ____ Other: Please specify:_____)

13. Importance of mentors in your achievement:
    - ____ High
    - ____ Moderate
    - ____ Low
    - ____ Not at all

14. Do you now have a mentor ?
    ____ Yes ____ No

15. Number of mentors in career:
    - ____ One
    - ____ Two
    - ____ Three or more

16. Was your most significant mentor
    ____ Same gender ____ Other gender ?

APPENDIX D

ACCESS QUESTIONNAIRE - BOARD MEMBERS

ACCESS QUESTIONNAIRE - BOARD MEMBERS

Please check the answer that applies:

1. Years served as board member in this district:
___ 1-4
___ 5-9
___ 10-14
___ 15-19
___ 20+

2. ___Male ___Female

3. Age:
___Under 25
___25-34
___35-44
___45-54
___55+

4. Occupation:
___Agriculture ___Business
___Education ___Government
___Other (Identify_____)

5. In your district, are there women in educational administration (central office or building level)? ___Yes ___No

6. In your district, are there ethnic minorities in educational administration (central office or building level)? ___Yes ___No

7. If yes to #6, do the number of minority administrators reflect the minority population in your district's schools ? ___Yes ___No

8. Does your district have any special challenges in recruiting women and minorities to positions in educational administration ? ___Yes ___No

Briefly identify the major challenge:

9. Over the past decade, do you believe access of women to administrative positions in Idaho has: ___ Declined ___Stayed the same ___Increased

10. Over the past decade, do you believe access of minorities to administrative positions has: ___Declined ___Stayed the same ___Increased

11. Do you think the number of women in educational administration will increase in Idaho over the next decade ? ___ Yes ___No

12. Do you think the number of minorities in educational administration will increase in Idaho over the next decade ? ___Yes ___No

13. Does your district have a plan for increasing the number of women and minorities in educational administration ? ___Yes ___No

14. What steps do you believe should be taken to increase the access of women and minorities to educational administration in Idaho ?

15. Please rate your level of concern about the access of women and minorities to positions in educational administration in your district:
___ Very high ___Moderate
___ High ___Low

APPENDIX E

SUPERINTENDENTS' SPECIAL CHALLENGE IN RECRUITING

ACCESS TELEPHONE SURVEY

SUPERINTENDENT/PERSONNEL OFFICER RESPONSES

SPECIAL CHALLENGES IN RECRUITING:

More difficulty recruiting ethnic minorities.

Mostly done from colleges in Idaho (hiring) so the pool of minority and women administrators graduating is small.

None apply, as far as I know.

Haven't had to try to recruit.

We have had women administrators in the past.

Very few apply.

Recruit fair number of women; problems recruiting minorities a/c very few apply.

Very few apply, if any.

Lack of applications, very few, if any, apply.

A feeling in this part of the state that central office positions should go to men; elementary principalships go to women, however, Never noticed any minorities apply to district or at job fairs. Hard to staff migrant program.

Very few applications.

None applied.

Never tried it; just advertised.

Look.

Haven't had to recruit; I'm the only administrator.

No applications.

Not many applications

Available pool is very small and limited.

Already have two elementary principals (large district). Geographic location is not appealing to minorities.

Stable team; haven't had to recruit in a long time.

Just screen applications we get for the best qualified.

No applications from women or minorities for superintendent's job of 28 received.

Don't seem to get any applicants.

We set this as goal to receruit women and minorities.

Classified the same.

Very small, very few minorities in this town. Hardly ever receive applications from women/minorities for administrative positions.

Been trying to hire women and minorities; what few we have received (from them), none have been very qualified.

Few, if any, ever apply for administrative positions.

Because of the geographical area.

Little or no applications.

No vacancies.

Never had to recruit

Very hard to attract applicants.

Haven't had an opening in 12 years.

We just recruit; best person gets the job. Don't get many applications.

Don't get many applicants.

Small district; personnel must be broadly qualified (to handle) extra duties.

Haven't had to recruit; same administrators for 15 years.

School, location, and size.

Location.

Not much turnover.

Consider all applicants' credentials; not race or sex.

Reservation location.

Small school.

Availability of people (candidates?); size of school; rural district.

Little turnover.

Haven't had to recruit.

Only three administrators.

Not that many qualified.

So small - no administration.

Few women applicants.

Small mining town.

So small - one superintendent.

Small district - isolated.

Have more problem recruiting minorities than women.

Small and location.

Very few applicants.

So small.

Not enough qualified.

APPENDIX F

STEPS TO INCREASE ACCESS OF WOMEN AND MINORITIES TO ADMINISTRATION IN IDAHO

Educate them - I believe the person best qualified should get the job - regardless of sex or minorities.

More need to be encouraged to become qualified.

As soon as more women apply for administration, more will be hired. We have had few apply.

I don't believe any additional steps are needed. If a woman or person from an ethnic group meets the proper qualifications, they should be considered on an equal basis with anyone else.

The problem is to increase the pool of qualified candidates. There is a shortage of bright, innovative, candidates. I may be in the minority, but I believe the best qualified candidate should get the job. I believe our school district operates in this manner. The problem is a lack of candidates, plus salaries. Note: This is a personal observation about training of administrators. The schools are people business with one objective - educate kids. Eighty percent of budgets go to salaries and benefits, i.e. people. Our product is people. The education of administrators should be based in this area. The training on how to manage people...

Training programs need to encourage more to go into administration.

Nothing needs to be done; just advertise or go for the best person and not specifically for a woman or minority. Best applicant regardless of race or gender.

Try to encourage more of both to go into administration, especially within the district.

None, just needs to be a free market. No one is stopping them from competing. Should base hiring on need of women and minorities in your district; should be best qualified.

No problem; if they want to pursue administration, they can. No one is stopping them.

No steps; why pursue them when the minority population is so small? It seems like it is reverse discrimination when we pursue those people for positions. It "ticks me off."

No need for steps to be taken; starting to move that direction anyway

No steps; it is increasing and will continue to increase.

Recruit, and convince some to pursue administrative certificate.

Look at abilities rather than sex or race. Just look at the person.

It's up to individuals and colleges to work on that.

More education.

Encouragement for advancement.

Qualify and interview.

Benefits and opportunities for getting education and more qualified for positions.

No answer; hadn't thought about it.

Encourage them to apply.

Be aware that they are there and take into consideration.

Conscious of equal opportunity employment rights.

Education to availability.

More women administrators in school districts than others in Idaho.

Less discrimination of women and minorities; look at qualities only.

Have had woman superintendent.

Teachers should know they could become administrators. Colleges should include course about administrators because teachers become administrators of classrooms.

Undergraduate courses at all colleges to make aware; feature administration for women.

Advertise more

Not sure, maybe recruit.

Encourage more to go into administration.

Encourage to get involved and promoted.

IASA.

Change in attitude or encouragement for women.

Better trained.

Interest of women.

Depends upon the individual.

Better education; more assertive; must apply.

Search them out; have long conversations.

Encourage.

Depend upon interviews.

Don't have to do anything different; needs to be a personal motivation.

No opinion; just need to look at qualified applicants.

Encourage; awareness.

Easier to acquire education.

Support and encouragement to follow endorsements; availability.

More involvement of women will evolve it (sic).

Advertising at colleges.

Colleges actively recruit people.

Hire regardless.

No steps needed. Maybe encourage more into the field if they would make good administrators.

Matter of time and preparation.

Continuation of recruitment and scholarships into training programd.

Educational campaign.

No restrictions.

Affirmative action.

Training program should promote.

Need to push (encourage) women and minorities.

Access is there; no special steps needed.

Women and minorities responsible for coming forth.

Colleges need to encourage more minorities into administration.

Recruiting and incentives.

Women do a pretty good job of being administrators or seeking administrative jobs. Minorities need to be more assertive or goal oriented.

Really emphasize the equal opportunity; whoever is the most qualified.

Encourage staff, especially women, to go back to school to get administrative certification. Board of Education should set goal to hire more women and minorities in administrative positions.

Doing well now; steadily improving each year.

Advertise or suggest women and minorities apply.

Motivate those individuals to get training; very few are in these programs.

Provide advanced degrees in certification at all universities; make it more available to women and minorities.

Pretty much open as it is; just need to encourage more to pursue.

Enhance the whole spectrum of administration; we must reward efforts more generously.

Recruitment-type programs.

APPENDIX G

OVER THE PAST DECADE, ACCESS OF WOMEN TO
TO ADMINISTRATION POSITIONS IN IDAHO:
HAS DECLINED; HAS STAYED THE SAME; HAS INCREASED

OVER THE PAST DECADE, ASSESS OF WOMEN TO ADMINISTRATIVE POSITIONS IN IDAHO: HAS DECLINED: HAS STAYED THE SAME: HAS INCREASED.

Increased:	Those in positions to hire have been more open to hiring women.
Increased:	NWEA! Awareness.
Increased:	Federal Government
Same:	Seem to try to have a few
Increased:	Better trained/knowledgeable on resumes/interviewing.
Increased:	Males still take most positions.
Increased:	More women achieving admin. degrees.
Increased:	Need women Affirmative Action.
Same:	Idaho values.
Increased:	Number of applicants has increased.
Increased:	Pressure.
Increased:	We have been assertive. Title IX & Equal opportunity.
Same:	Attitude hasn't changed that much.
Increased:	More women making choices to go into administration.
Increased:	Qualified applicants, changing times.
Increased:	Federal Regulations.
Increased:	I was the first woman administrator in my district. Now there are three.
Increased:	Aggressiveness/Laws.
Increased:	More role models.
Increased:	Districts more tuned to hiring based on qualifications.
Increased:	More positions available.
Increased:	(in elem.): More women trying, better qualified.
Increased:	More women trying to enter the field.
Increased:	Perceptions have changed.
Increased:	The impact of civil rights.
Increased:	Women recognize the need for improvement in our administration.
Increase:	High quality of applicants.
Same:	Idaho is not a progressive state. One indicator of that is their low salaries.
Increased:	More women being hired and doing good job.
Increased:	Awareness to women administrators. Successful women administrators.
Same:	?
Increased:	Women are more qualified and smarter.
Increased:	Public pressure & acceptance.
Increased:	More women are preparing for and seeking admin. positions.
Increased:	More women are prepared for these assignments. They are excellent candidates in most cases.
Increased:	Equal opportunity laws--more women seeking admin. jobs.
Incrased:	More qualified women.
Increased:	More available.
Increased:	Competency.
Increased:	No way to stop us.
Same:	Unwillingness or inability to move.

Increase:	More are trying.
Increase:	Fear removed, more career minded women, more role models.
Same:	Many men administrators really don't believe that women are capable.
Increased:	More women see admin. as a viable option.
Increased:	Women more aggressive and see it can be done.
Increased:	Work on the part of NWEA.
Increased:	More women interested. Good ol' boys retiring.
Incrase:	Changing attitudes & women who are willing to risk.
Increase:	More opportunity. Realization of women's potential as leader. Salary more for women and less for men than other fields.
Increase:	They frequently do a better job w/ district work.
Increase:	There are more female asst. supts. and superintendents. We've shown our competency.
Increase:	More women are are aspiring to positions.
Increase:	Seem to be more women interested in admin.

APPENDIX H

OVER THE PAST DECADE, ACCESS OF MINORITIES TO
ADMINISTRATIVE POSITIONS IN IDAHO:
HAS DECLINED: HAS STAYED THE SAME: HAS INCREASED

OVER THE PAST DECADE, ACCESS OF MINORITIES TO ADMINISTRATIVE POSITIONS IN IDAHO: HAS DECLINED: HAS STAYED THE SAME: HAS INCREASED.

Same:	Lack of advocacy.
Increased:	Federal Government.
Increased:	Affirmative Action.
Same:	Minorities do not self-select to apply for admin. positions in Idaho.
Same:	Lack of training.
Same:	Idaho does not have a high minority population.
Same:	Not many training in administration.
Same:	Very limited pool of minorities.
Same:	There are so few in the general population.
Same:	Not many qualified minorities in the state.
Same:	Not enough.
Same:	Prejudice.
Same:	Very few minorities.
Same:	The number of minorities has not significantly increased in the state.
Increased:	Law
Declined:	None available.
Same:	Not many to choose from.
Increased:	Perceptions change.
Same:	Few apply.
Increased:	Public pressure and acceptance.
Same:	I very seldom see a minority administrator. Not sure why.
Increased:	More active recruitment.
Same:	I'm not sure.
Increased:	More available.
Increased:	More emphasis stressed.
Same:	Numbers of those seeking positions have not increased.
Same:	Don't know.
Increased:	Same as #18.
Increased:	
Same:	Few applicants.
Same:	Same reason as #18.
Increased:	I hope. Greater expectations for those by peers.
Same:	Lack of role models.
Same:	The majority of minors in our state are uneducated and haven't felt the importance of getting involved.
Increased:	Same as #18.
Increased:	More awareness.

APPENDIX I

DO YOU THINK THE NUMBERS OF WOMEN IN EDUCATION ADMINISTRATION WILL INCREASE IN IDAHO OVER THE NEXT DECADE?

DO YOU THINK THE NUMBERS OF WOMEN IN EDUCATIONAL ADMINISTRATION WILL INCREASE IN IDAHO OVER THE NEXT DECADE?

Y: More women are trained for administration positions and the climate is more favorable.
Y: Increasing awareness of problem.
Y: More accepted; proven.
Y: More willing to take risk and get appropriate training.
Y: They are willing to commit to extra work. Some men are unwilling to give up the extra jobs-coaching, extra $.
Y: We work very hard at being good.
Y: Younger women seem to be more assertive.
Y: Affirmative action.
Y: More women achieving admin. degree.
Y: Men will leave the profession or state.
N: People in Idaho don't feel women are capable.
N: The # of women and ed. admin is fewer than men.
Y: More are in training or educational process to gain certification.
Y: More awareness of women & I see ratio of women to men in graduate classes increasing.
Y: More women in the work force; more role models.
Y: The "old boys" are retiring.
Y: Change in attitudes re: family responsibility and equal opportunity laws.
Y: More role models.
Y: More women are actively seeking positions as well as central Offices and boards are realizing how ffective women are in admin..
Y: Through strong mentor relations and programs women will encourage other women to pursue admin. positions.
Y: Encouragement and improved qualifications.
Y: Retirements and people qualified for positions.
Y: As women are heard more, not out of sight/mind. More men realize the unfairness of the old system.
Y: Training available.
Y: Pay, single parent, more qualified.
Y: More jobs, better training.
Y: More networking, role models, & mentors.
Y: More women see that it is available.
Y: As women are successful, more will be hried, barring other influences.
Y: More women are entering the field.
Y: More participation, research characteristics of effective schools is demanding leadership roles that women fill the best.
Y: More women becoming involved.
Y: Networking, mentor support.
Y: They are interested in improving the education system.
N: Low pay.

Y: More women pursuing positions and showing success.
Y: Large number of male retirement and the next 10 years will open more opportunities.
Y: Trend.
Y: Changes in society.
Y: I believe women are meeting the challenge.
Y: More become qualified.
Y: Lack of qualified men.
Y: Because more women are preparing for and seeking admin. positions.
Y: More women are seeking higher paying jobs.
Y: More women are preparing for admin. assignments.
Y: More qualified women.
Y: Success of women in positions.
Y: Competency and dedication.
Y: Availability.
Y: More are trying.
Y: More role models are in existence.
Y: Administrators are retiring.
Y: We're supporting each other.
Y: I'm optimistic.
Y: ?
Y: Continued growth of awareness of need for quality leadership.
Y: More positions, fewer applicants.
Y: More acceptable at secondary level.
Y: More independent women.
Y: The salary paid to education is only enough for a second income. Men will seek higher paying jobs. Married women will fill the positions that men once filled.
Y: Because those who are entering the field are successful.
Y: Women are seeing admin. as possibility.
Y: Stopping capable women from admin. positions will be difficult. The good ol' boys are disappearing, I hope.
Y: More women are assertive.
Y: More women are trained for administration positions and the climate is more favorable.

APPENDIX J

INCREASE IN MINORITY ACCESS OVER NEXT DECADE

DO YOU THINK THE NUMBER OF MINORITIES IN EDUCATION ADMINISTRATION WILL INCREASE IN IDAHO OVER THE NEXT DECADE?

Y: As more minorities are trained as administrators, the number will increase.
N: Only a few communities that have a high percentage of minorities.
Y: Even I would be an increase.
N: Few minorities live in Idaho.
Y: Heavier concentration and working w/needs of minorities.
Y: Hope avenues are there for them.
N: Low education minority population.
N: Not that many minorities in Idaho
Y: Men will leave either the profession or the state.
Y: People in Idaho are aware of minority needs.
Y: Hopefully, funding for education will increase and qualified minorities from outside Idaho will see the state as a possible place to work.
N: Idaho's lack of awareness of minority problems.
N: I don't see that many minorities in the field. This is homogeneous Idaho. A real shame.
Y: More are prepared and awareness is up.
N: There are so few in the gross population.
Y: Changing population. Better population.
Y: If the minority population increases, mroe minorities will be seeking positions in administration.
N: Idaho has a low minority population.
N: We have relatively few minorities.
Y: We will have an increase in minority population.
Y: Law.
Y: There are more people in minority groups ready and available.
Y: Need:
Y: Federal requirements.
N: Too few.
Y: More minorities see that it is available.
Y: As minorities are successful, more will be hired, barring other influences. More will be available.
Y: Idaho's minority population is increasing.
N: Community pressure may not allow.
Y: More will come into the state.
Y: Becoming more assertive. Awareness of opportunities.
N: Not many live here.
Y: In our district, we encourage minority students to pursue careers.
Y: Legal pressure.
Y: Qualified and public pressure.
Y: Increase in minority population
N: Undergraduate degrees not readily available.
Y: More minorities finding college & meeting the challenge.
Y: More access to training.
Y: More opportunities as white, males retire.
Y: Increase in numbers of minorities.

Y: Availability.
Y: Gaining educational competency.
Y: More qualified people.
N: Not a significant number of minorities teaching.
Y: Scholarships available now.
N: No support within or without.
Y: We need them. Increase in minority enrollment.
Y: More are trying.
Y: Especially Hispanics.
Y: More positions; more minorities.
Y: We need to tap the talent bank of qualified professionals and encourage those persons to go into administration.
?: I'm not certain. I hope we'll see an increase. However, prejudice is very real, candidates are few, and wages/salaries in Idaho cannot compete with other states.
Y: More minorities moving to Idaho.
N: The minorities who move into the state are uneducated, speak very little English, etc.. Will take longer than a decade.
Y: More minorities are going through college prep. programs.
?: Not a lot of effort.
N: Few minorities live in Idaho.

APPENDIX K

WHAT STEPS DO YOU BELIEVE SHOULD BE TAKEN TO INCREASE ACCESS OF WOMEN AND MINORITIES TO EDUCATIONAL ADMINISTRATION IN IDAHO?

WHAT STEPS DO YOU BELIEVE SHOULD BE TAKEN TO INCREASE ACCESS OF WOMEN AND MINORITIES TO EDUCATIONAL ADMINISTRATION IN IDAHO?

- Administrative internships should be available to increase the pool of qualified women & minority applicants.
- A strong positions statement from the good o' boys' club. The IASA.
- Work through professional organizations, i.e., NWEA, IASA - not unions.
- Networking-formalize like NWEA. Training workshops.
- I'm not sure what steps should be taken.
- In this district all are given opportunities to advance. Commitment to do the job is what is needed. I see fewer people interested because the money doesn't match the stress.
- Continuation educational opportunities at every post made available.
- Hire the competent ones that apply.
- There will be no changes w/o attitude changes.
- Continued awareness of opportunities; monies available for training.
- Active recruitment out of state needs to happen.
- I really don't kow. I'm 52 years old and I'm discouraged.
- Recruit-more access toward classes. Mentor women/minority into such classes.
- Provide support to admin. roles so that a person does not have to sacrifice family to do the job.
- Continue support groups like NWEA.
- Promote leadership by women in mentor programs. Recognition programs should be developed for women presently in admin. positions.
- Make sure people are promoted according to ability and qualifications, not seniority only.
- Encourage mentor programs.
- Sorry, I believe best person for the job.
- Strong mentor network-male/female.
- Let them know they are available. Access NWEA more.
- Intern with another woman. Visit school at the beginning of program.
- Do away with the ol' boy network.
- Support from the universities. Encouragement from mentors.
- Active recruiting by districts & higher ed. P.R. programs about hiring women & minorities.
- Promote training of women & minorities for administration. Promote hiring practices that will result in more women & minorities being hired.
- Encourage them to go into the field. Training on how to achieve in the field.
- Hire women superintendents.
- You must make admin. classes more accessible for people living in rural area. Perhaps tv/video classes could help. Offer more classes in summers.
- Education for those in power to hire. Change in attitude toward women & minorities.
- Scholarships based on need and ability for interested persons.
- Awareness campaign through superintendent association, look at improving professors at universities in Idaho.

- Encouragement of women and minorities in preparation programs should increase their representation in job pool.
- Mentors. Women students doing internships w/women administrators.
- Colleges provide free baby sitting on campus when parent in class.
- Allow training.
- Encourage our girls at an early age to set high goals.
- Women with leadership qualities currently teaching in the system should be encouraged to seek admin. positions.
- Classes in teacher ed. need to include discussions w/good principals for information and a future career option.
- I believe that the numbers will gradually increase as there are more role models present in the work force.
- Information, encouragement.
- Elimination of male stereotyping, superiority, & thoughts.
- They better be every bit as good as any other candidate.
- Better recruitment by colleges. Teaching in high school, raise aspirations.
- Active recruitment, awareness workshops for current administrators, mentor programs.
- Encourage organizations; NWEA, etc... Role models.
- Train school board to encourage strong leaders, female & more to pursue admin. positions.
- Continue to break down old boys' network, tradition & identify female leadership in buildings & encourage them to go into administration.
- Get rid of good ol' boy system.
- Increase career counseling by colleges to undergraduate & graduate school. It is an available option.
- Networking. Education of school board members.
- These people need role models & mentors.
- I see access as unlimited at present.
- I don't think there needs to be specific steps taken. Women & minorities who are interested in being in admin. will put forth the effort needed to achieve this goal.
- Organizations such as NWEA, IASA support.
- More involvement by women in these jobs.
- Both places I worked in admin. women do well. Too many women, however, would be as bad as ignoring them. I don't know what steps.
- I'll speak for women first. Invite <u>all</u> prospective superintendents to Regional Supt. meeting for networking.
- Teach multi-cultural curriculum. Start w/kids and work way up.

APPENDIX L

ADVICE TO ASPIRING ADMINISTRATORS

WHAT ADVICE WOULD YOU GIVE AN ASPIRING EDUCATIONAL ADMINISTRATOR IN IDAHO?

- Females and/or minorities move to Oregon.
- Take advantage of every opportunity to gain experience.
- We need good leaders now more than ever. All of us need to work together to improve education. Good teachers need good leaders to function effectively.
- Talk to current administrators & determine what qualities & training are essential for success--then work in developing and/or improving those. Also, aspiring administrators should obtain a good understanding of how school districts function so they can demonstrate better what they can offer.
- Work closely w/other administrators; learn to handle tough interviews, take a chance. Work harder than you ever have before.
- Network for support, ideas.
- It's a rewarding and interesting position for those aggressive enough to pursue the field.
- Positive attitude at what they have and can anticipate.
- Hange in there. Become politically involved to produce changes.
- Hange in there. Go for it.
- If female, work harder than everyone else, be stronger than everyone, and wear a suit of armour.
- Develop strong communication skills. Read prolifically.
- Do the best you can. What nationality or sex you are should not make a difference. Be a positive educator.
- Take risks, break into the field by sacrificing (going to a smaller district, for example).
- Have your children early. The time demands are difficult w/young children.
- Be assertive. Find a mentor. Coach football. HA! HA!
- Be well qualified and network.
- Preface. Be confident. Go for it.
- Be involved in all aspects of district leadership. Be careful of too much involvement w/local persons.
- Be involved in a mentor program. Network w/people presently in admin. positions. Keep current in course work on curriculum: Supervision/evaluation, professional development, public relations, ed. law, & communication.
- Keep up with the changing times.
- Be professional, be patient, be prepared, be available.
- Do it.
- Go for it. Believe in yourself.
- Go for it. Dedication has become secondary.
- Sense of humor. Clear goals. Handles tough problems w/o being hard.
- Go for it.
- Network w/both male and female administrators. Join professional organizations.
- Develop excellent communication skills.
- Work hard, keep at it, don't let them get you down.

- Be prepared educationally. Take leadership roles that come your way. Be respectful with protocol.
- Junior and senior high school: Knowledge of extra-curricular programs, especially sports.
- Work hard. Follow district policy. Be enthusiastic. Plan on making a difference.
- Go for it.
- Leave the state.
- Always be looking for ways to make education work for our children.
- Keep goals in perspective. Patience.
- Hang in there. I think we are on an upward rush.
- Prepare yourself well, be willing to relocate and be persistent.
= Get involved in the community.
- If you are a woman, do not have Dr. _____ for an advisor for the field of administration.
- Work hard and strive to be the best. Do not accept status quo.
- Keep working at it. Make yourself as competent as possible. Work on public relations. Be positive.
- Rear family first. Be ready for no personal life.
- Prepare yourself by studying & show your dedication to students by your actions.
- Go for it.
- Learn communication and counseling skills.
- Become active in NWEA. Obtain advance degree. Be visible in significant roles.
- Determine your career goals; go for it.
- Go for it.
- Experience as many intership opportunities as possible.
- Be certain to obtain help of an individual who has influence w/ administration. Need sponsorship. Then need Ed. Center support.
- Develop skills.
- Do an internship.
- Be honest, put forth the extra effort, be professional and learn as much as possible about curriculum, people, and organizing.
- It's a wonderful career-satisfying, challenging and worth all the frustrations you encourter.
- Apply in other state.
- Learn from the best-even if that means making a few sacrifices along the way.
- Stick with it. Don't give up.
- Achieve the highest degree that is possible for you. Show your care and concern for the kids instead of spending your time & energy on getting the admin. position.
- Find a mentor & believe in yourself.
- Go for it but be careful. Men watch for us to stumble.
- Get the leadership experience you can get. Take on roles and responsibilities that show your leadership talents.

- If you're a woman, you must be very strong, very determined and prepare to be alienated and alone. You must work more diligently. You must strive harder to control your emotions even if the men surrounding you don't control theirs. Be very sure you are ready to give up the autonomy you enjoyed in the classroom. In many ways, you'll be treated less like a professional in the office than in the classroom. You enter administration understanding all of these constraints and willing to make the sacrifices. I say Good speed.
- Become involved in all areas of schools & curriculum & policy development so you have a good base of experience, first hand.
- Good luck-kiss ass whenever possible w/o changing your values.
- Get actively involved in state and national association to help bring about needed changes in ed administration.
- Join an organization or support system that provides encouragement and training, e.g., NWEA.
- Hang in there. I interviewed for the job I have three times before I was hired.
- Talk to others (male & female) in the field. Find a college professor in ed. admin. as an advisor.
- If one feels that she has the skills & abilities to be an effective administrator, persevere. Be diligent in your effort.
- That's a touch one. I think I'd advise them to steer clear of central office directors' positions as they are frequently now viewed as "real" administrators, even when they fill the assistant superintendent's role.
- You can do anything-so do your homework. Do your best and start today. You are the kind of person someone wants to work with.
- There is a vast difference between administrators and teachers. Teachers must gain many varied experiences outside the classroom, i.e., district committee.
- Never give up working twice as hard as any man-it works!

APPENDIX M

ACCESS QUESTIONNAIRE - BOARD MEMBERS

MAJOR CHALLENGE TO RECRUITING WOMEN & MINORITIES

ACCESS QUESTIONNAIRE - BOARD MEMBERS

MAJOR CHALLENGE TO RECRUITING WOMEN AND MINORITIES:

Those who are minorities are not applying; Our minority administrator is truly qualified and does a great job.

I don't believe we have ever had a woman or a minority apply for an administrative position.

Women - no problem; minorities - properly qualified.

Few applicants.

Small district, low turnover. There really haven't been that many openings and we have had none apply.

None have applied, ever.

ACCESS QUESTIONNAIRE - BOARD MEMBERS

WHAT STEPS DO YOU BELIEVE SHOULD BE TAKEN TO INCREASE ACCESS OF WOMEN AND MINORITIES TO EDUCATIONAL ADMINISTRATION IN IDAHO?

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They first have to decide to become an administrator just like men and others.

Women and minorities need to be trained (certified) for administrative positions. During my 4½ years on the School Board, we have hired a superintendent and two principals. Two of these positions were filled from our teachers who had the necessary certification. None of our women teachers were certified. If they had been, we certainly would have considered them. Note: I don't believe we have ten minority students in our district.

Make sure when jobs for administrative positions are advertised that it is evident we are an equal opportunity employer. We also have enlarged our recruitment area to include more minority areas.

College counselors need to encourage these students to prepare themselves to fill the administrative positions - become properly qualified.

When these people are in the educational system, they need to be taught there are opportunities and need for them. We can't hire them if they are not available.

Better educational opportunities - scholarships, grants, etc. for women and minorities who are financially disadvantaged.

Simply equal opportunity.

This takes a commitment at the local level.

Administrative education.

Get rid of the tired, old, white, uninnovative educators from _____ on down. Idaho has 110-115 school districts and no female superintendents in the head role. I find that many of the alternative schools in the West, Idaho included, are headed by women who have no access to joining the "good old boy network" of Idaho (Oregon, Calif.) old white guys running our school districts. Not all superintendents are bad, but there are more than enough in Idaho. Our "at-risk" students are not being addressed and I think that the #1 problem is educational administratiors and educational administration schools. Flow chart ----> teacher ----> coach ----> principal ----> superintendent ----> ennui ----> 30% dropout rate. (This respondent was a male board member between the ages of 35-44 who had served from 5-9 years.)

Encourage both to get into administration.

Better advertising of positions; many people are not being reached.

Encourage more to get involved.

Has to happen before graduation; need to instil leadership qualities and many of these qualities are inherent; these individuals usually surface to the top.

No opinion.

Maybe encourage more to pursue positions.

More education; not really sure.

Follow process as everyone else; should not have to search for them. If they want administration, they'll pursue it on their own.

Education of people in power positions; school board.

Idaho needs to recognize the importance of having women and minority people in administration. Has to be done at state level, difficult at district level.

END

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